

FOREST ACRES ELEMENTARY

401 McAlister Rd
Easley, SC 29642

Grades	PK-5 Elementary School	
Enrollment	704 Students	
Principal	Stephanie Price	864-397-1800
Superintendent	Dr. Henry Hunt	864-397-1000
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Excellent
2008	Excellent	Good
2007	Good	Average
2006	Good	Good

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- **Good** – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- **Average** – School performance meets the standards for progress toward the 2020 SC Performance Vision
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- **At-Risk** – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

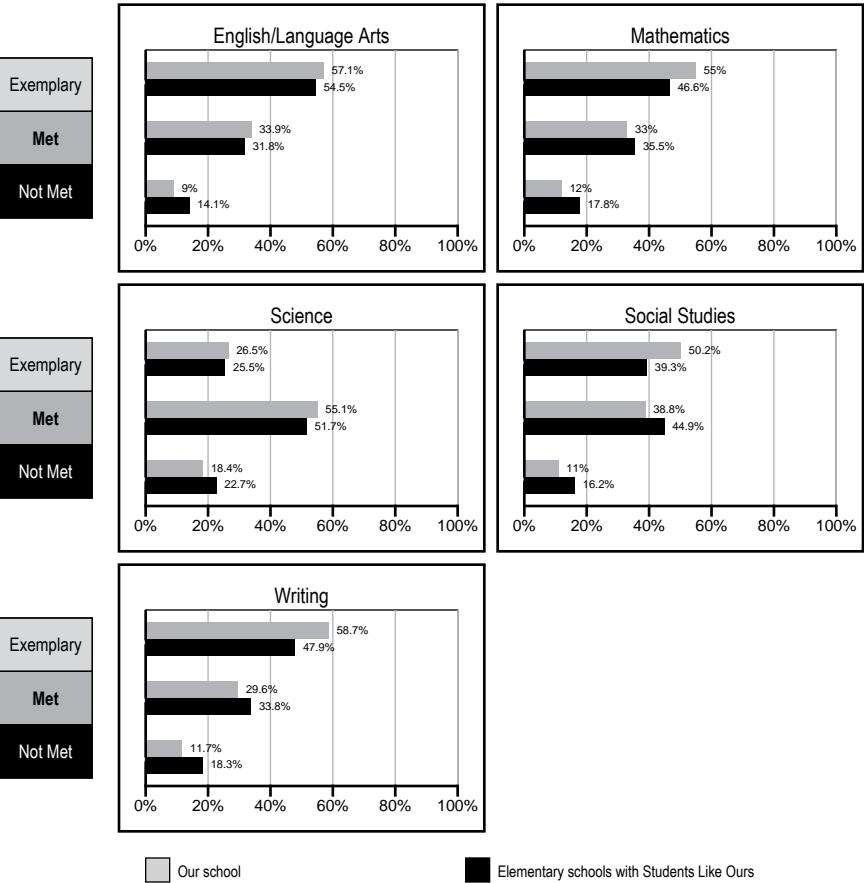
96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	13	4	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=704)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 2.1%	0.9%	1.2%
Attendance rate	96.6%	Down from 97.0%	96.4%	96.1%
Eligible for gifted and talented	26.3%	Up from 22.1%	19.0%	11.7%
With disabilities other than speech	7.1%	No Change	7.9%	8.0%
Older than usual for grade	0.5%	Down from 0.7%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	65.1%	Down from 65.2%	63.4%	60.5%
Continuing contract teachers	90.7%	Up from 89.1%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.8%	Down from 90.9%	88.5%	87.0%
Teacher attendance rate	96.2%	Down from 96.8%	95.9%	95.4%
Average teacher salary*	\$48,285	Up 1.1%	\$48,629	\$47,288
Professional development days/teacher	12.0 days	Up from 11.1 days	10.2 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 20.9 to 1	21.1 to 1	19.2 to 1
Prime instructional time	92.2%	Down from 93.3%	92.2%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,921	Down 7.1%	\$6,941	\$7,548
Percent of expenditures for instruction**	64.8%	Up from 63.9%	70.6%	68.7%
Percent of expenditures for teacher salaries**	61.4%	Up from 58.1%	68.3%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Forest Acres Elementary boasts a newly renovated facility that provides students with optimal learning experiences through the integration of technology, literature, science, math, movement, and the arts. In addition to offering a challenging curriculum, Forest Acres teachers strive to make real-life connections for students and develop high-interest lessons that reflect state standards. Forest Acres provides extended school day activities through our After School Care program. Tutoring for students who experience academic difficulties in the classroom is provided.

Our PTA sponsors week-long artists-in-residency to enhance our school's arts program. Outdoor learning environments offer students the opportunity to interact with environment. A water garden provides students with space to study weather, plant life, and seasons. A nature trail and outdoor lab allows students the opportunity to have science classes outdoors.

Students are involved in extracurricular activities such as Student Council, Safety Patrols, Good News Club, and Boy Scouts. The Student Council sponsors service-learning programs that benefit our community, such as the Angel Tree, Cans for Kids, Hearts for Haiti, and Souper Bowl Sunday collections. At Forest Acres, we make every effort to educate the whole child.

Forest Acres places a strong emphasis on Character Education with an emphasis on assisting students in developing an ability to recognize positive character traits in themselves and in others. Each month, a different character trait is emphasized. The guidance counselor, administrators, and teachers all find ways of incorporating that trait into lessons and other activities.

The faculty, in conjunction with the School Improvement Council, developed goals that build upon the District and School Renewal Plans. Each year, we strive to increase student achievement in all areas of PASS. One focus at Forest Acres has been to improve communication between home, school, and community. In addition to weekly class newsletters, our school has made tremendous efforts in developing a web presence, with teacher web pages that feature podcasts, blogs, and Photo Story. Each month, the school and PTA co-publish the award winning Forest Acres Focus that provides both internal and external customers with news and events about school life.

Forest Acres has much to celebrate! For the 2009 school year, Forest Acres was again recognized by the State Department of Education as a Palmetto Gold Award winner. All teachers at Forest Acres, are certified, highly qualified, and are committed to student success!

Jack Drawdy, School Improvement Council Chair

Stephanie Price, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	104	50
Percent satisfied with learning environment	95.5%	97.1%	98.0%
Percent satisfied with social and physical environment	100.0%	93.3%	98.0%
Percent satisfied with school-home relations	97.7%	96.2%	98.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	354	98.9	9.5	34.3	56.2	95.9	87.2	83.5	Yes	Yes
Gender										
Male	185	98.9	11.7	36.9	51.4	93.9	84	80.1	N/A	N/A
Female	169	98.8	6.9	31.4	61.6	98.1	90.7	87	N/A	N/A
Racial/Ethnic Group										
White	299	99.3	7.9	32.5	59.6	96.9	88.7	89.6	Yes	Yes
African American	33	97	25	46.4	28.6	89.3	75.4	74.6	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.1	92.7	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	82.5	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	93.1	85.1	I/S	I/S
Disability Status										
Disabled	46	97.8	26.7	46.7	26.7	86.7	57.1	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	18.2	45.5	36.4	81.8	81.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	110	98.2	18	41	41	93	81.6	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	354	99.2	12.7	33.4	53.8	92.9	83.8	80.4	Yes	Yes
Gender										
Male	185	99.5	15.6	29.6	54.7	89.4	81.7	78.4	N/A	N/A
Female	169	98.8	9.4	37.7	52.8	96.9	86.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	299	99.3	12	30.8	57.2	93.5	85.6	87.8	Yes	Yes
African American	33	100	14.3	57.1	28.6	89.3	71.2	69.3	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.2	93.5	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	72.5	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.8	83.2	I/S	I/S
Disability Status										
Disabled	46	100	37.8	37.8	24.4	75.6	51.2	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	27.3	45.5	27.3	81.8	78.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	110	99.1	21	43	36	84	76.6	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	244	99.2	18.3	55.3	26.4	81.7	76.1	67.3
Gender								
Male	133	98.5	18.8	53.9	27.3	81.3	76.1	66.9
Female	111	100	17.8	57	25.2	82.2	76.2	67.7
Racial/Ethnic Group								
White	202	99.5	17	54.5	28.5	83	78.5	79.6
African American	27	100	33.3	54.2	12.5	66.7	57.3	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.8	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	66.5	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	65	69.5
Disability Status								
Disabled	34	94.1	40.6	46.9	12.5	59.4	43.7	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	11	90.9	I/S	I/S	I/S	I/S	68.5	58.6
Socio-Economic Status								
Subsidized meals	83	97.6	26.7	64	9.3	73.3	65.7	55.4

Social Studies

All Students	239	98.7	11	39.2	49.8	89	77	70.9
Gender								
Male	117	99.2	7.1	36.3	56.6	92.9	76	70.1
Female	122	98.4	14.9	42.1	43	85.1	78	71.7
Racial/Ethnic Group								
White	202	98.5	8.7	39.5	51.8	91.3	78.5	79.2
African American	22	100	27.8	50	22.2	72.2	64.5	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	83.5	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	73.6	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	70.6	71.2
Disability Status								
Disabled	24	91.7	38.1	47.6	14.3	61.9	41.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	76.2	68
Socio-Economic Status								
Subsidized meals	64	100	10.3	55.2	34.5	89.7	67.4	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	354	98	11.7	29.6	58.7	88.3	79.4	72.1	96.6	96.2
Gender										
Male	186	96.8	16	34.3	49.7	84	72.7	65.2	96.7	96.2
Female	168	99.4	6.9	24.5	68.6	93.1	86.5	79.2	96.5	96.2
Racial/Ethnic Group										
White	299	98	9	30.2	60.8	91	81.3	80.8	96.5	96.1
African American	33	100	32.1	25	42.9	67.9	65.4	59.7	97.4	96.6
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88	87	97.9	97.7
Hispanic	12	91.7	I/S	I/S	I/S	I/S	69.4	64.6	97.5	96.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	62.1	73.4	95	95.1
Disability Status										
Disabled	49	85.7	43.9	29.3	26.8	56.1	34.8	27.7	94.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	93.1
English Proficiency										
Limited English Proficient	14	92.9	I/S	I/S	I/S	I/S	72.5	63.7	97.6	97.4
Socio-Economic Status										
Subsidized meals	110	97.3	24.5	28.6	46.9	75.5	69.8	61.9	95.9	95.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	125	100	9.9	29.8	60.3	90.1
	4	111	100	14.7	35.8	49.5	85.3
	5	105	99.1	12	36	52	88
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	105	99.1	7.1	20.4	72.4	92.9
	4	135	99.3	14.5	42	43.5	85.5
	5	113	98.2	5.6	38	56.5	94.4
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	125	100	17.4	29.8	52.9	82.6
	4	111	100	8.3	44	47.7	91.7
	5	105	99.1	14	42	44	86
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	105	99.1	11.2	23.5	65.3	88.8
	4	135	100	16	38.2	45.8	84
	5	113	98.2	10.2	36.1	53.7	89.8
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	65	100	17.5	44.4	38.1	82.5
	4	109	100	11.2	61.7	27.1	88.8
	5	52	100	10.2	67.3	22.4	89.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	54	98.2	22	46	32	78
	4	134	99.3	18.6	58.9	22.5	81.4
	5	56	100	14.3	55.4	30.4	85.7
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	63	100	11.5	34.4	54.1	88.5
	4	110	100	8.3	33.3	58.3	91.7
	5	52	98.1	14	34	52	86
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	50	100	4.3	46.8	48.9	95.7
	4	133	100	12.4	35.7	51.9	87.6
	5	55	96.4	13.7	41.2	45.1	86.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	127	96.9	11.6	18.2	70.2	88.4
	4	111	97.3	9.4	30.2	60.4	90.6
	5	106	100	10.8	25.5	63.7	89.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	106	99.1	6.1	31.3	62.6	93.9
	4	135	97.8	18.8	28.9	52.3	81.3
	5	113	97.4	8.4	29	62.6	91.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample